

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program		
Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:		Place date stamp here.
Submittal Information:	<p>Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> <p>Received Texas Education Agency</p> <p>2014 Jun 23 PM 12:54</p> <p>Document Control Center</p> </div>
Contact Information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1	
South Texas Educational Technologies, Inc.	108802	519 S. Texas Blvd.	
Mailing address line 2	City	State	ZIP Code
	Weslaco	TX	78596

County-	US Congressional		
District #	District #	DUNS #	
108802	TX-015	101398902	

Primary Contact

First name	M.I.	Last name	Title
Alim	U	Ansari	Superintendent
Telephone #	Email address		FAX #
956-969-3092	stel@gte.net		956-969-8614

Secondary Contact

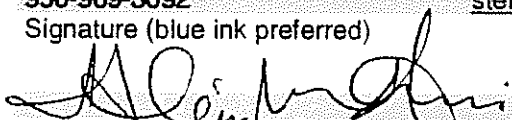
First name	M.I.	Last name	Title
Nancy	P	Sanchez	Comptroller
Telephone #	Email address		FAX #
956-969-3092	nsanchez@horizonmontessori.net		956-969-8614

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Alim	U	Ansari	Superintendent
Telephone #	Email address		FAX #
956-969-3092	stel@gte.net		956-969-8614
Signature (blue ink preferred)			Date signed


Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 108802

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108802

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		
Part 2: Acceptance and Compliance		

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108802

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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instructions to this schedule for information on what schedules must be submitted with an amendment.

Schedule #4—Request for Amendment

County-district number or vendor ID: 108802

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 108802

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

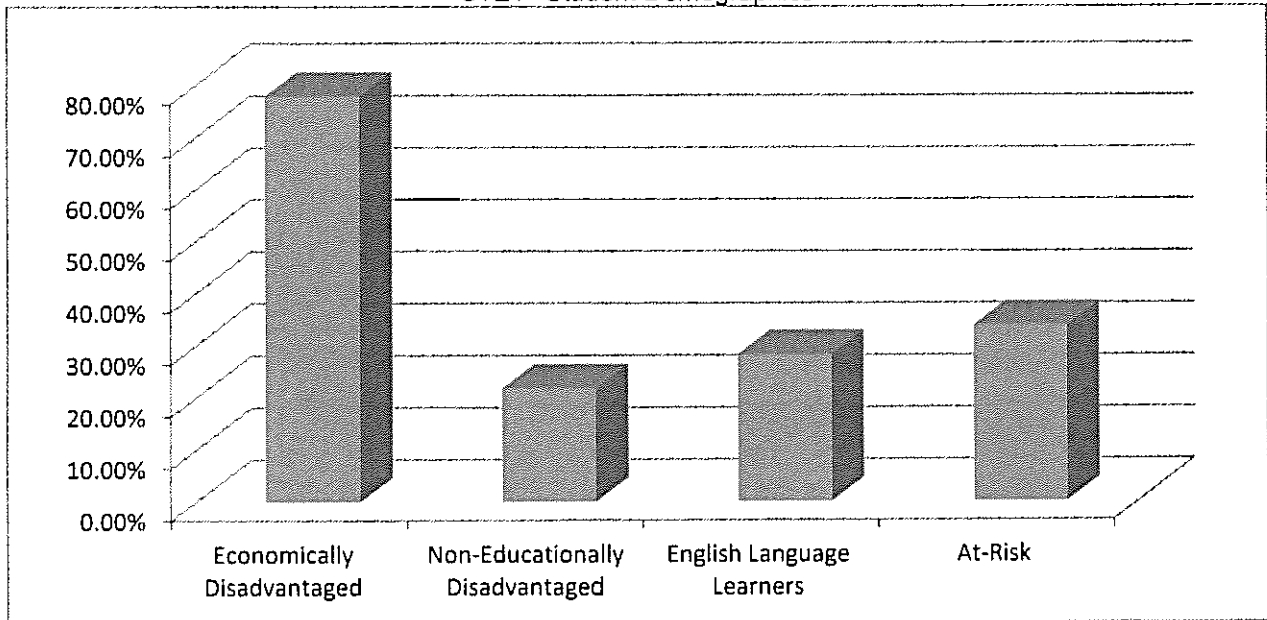
County-district number or vendor ID: 108802

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

South Texas Educational Technologies School District referred herein as STET is a Charter District located in deep South Texas. STET offers public educational services to students throughout the Rio Grande Valley within the cities of Harlingen, Weslaco and McAllen, Texas which is part of the Region One area and STET schools are located less than twenty miles from the Mexican border; these three schools serve a populace of grades prekindergarten through 8th grade with a combined enrollment of 834 students for the 2012-2013 school year. In addition, STET was rated by TEA as having: 2013 Accountability Rating: **Met Standard** and FIRST Financial Rating: **Superior Achievement**. Current Enrollment for 2013-2014: **1,065**

STET Student Demographics



Economically Disadvantaged: 89%
 Non-Educationally Disadvantaged: 21.9%
 English Language Learners (ELL): 28.4%
 Students w/ Disciplinary Placements (2011-2012) 0 0.0%
 At-Risk: 33.9%

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 108802

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The following is a brief summary of what STET Charter District plans to implement is awarded with the 2014-2016 Educator Excellence Innovation Program Grant.

Induction and Mentoring: STET will create a program for the purpose of Teacher Induction and Mentoring. STET via this program will create incentivized opportunities for all its teachers. New teachers will be provided with mentors. STET will also provide comprehensive training opportunities through Region One, Region Thirteen and other entities for teacher mentors; and mentees thusly, STET will provide professional collaboration opportunities for all teachers.

Evaluation: STET will create a Campus Leadership Team consisting of administrators and teachers to create or improve upon an existing formative and summative evaluation instruments. Instrument one will be based on PDAS elements and serve administrators and teachers to improve learning outcomes, processes and teacher development. Instrument two will be created and used by teachers to observe each other within the classroom and denote patterns, strengths, needs and to exchange pedagogical information between teachers in an effort to increase teaching effectiveness, improve student performance, and create professional learning communities.

Professional Development and Collaboration: STET will incentivize and create additional opportunities for professional development. Professional development opportunities will focus on horizontal and vertical curriculum alignment in order to examine needs and strengths based on school data by creating a comprehensive needs assessment at each school. Professional development will also focus on creating professional learning communities to examine patterns, best practices, needs and strengths within all classrooms. STET will also implement a trainer-of-trainer's program as well as provide opportunities for teachers, mentor teachers, lead teachers, to gain higher learning degrees, such as a Masters degree in core subject areas. STET will bring in educational consultants to assist teachers with ongoing professional development through learning walks by administrators and CLT which will lead to the usage of online programs, such as PD360. Local and state learning center which include the LEA and other entities and educational experts will also be used to provide these services.

Strategic Compensation and Retention: STET will create a series of plans in order to strategically compensate teachers in high areas of needs; in areas of performance, and recruitment and retention, so that increased educational improvements are obtained throughout the district. High area of needs such as,

- Montessori
- Science
- Math
- Special Education
- *Social Studies
- *ELA/ELL
- *Fine Arts (Music, Art)

Recruiting and Hiring: STET will create a series of compensation plans in order to recruit new highly qualified teachers via universities, educator programs, and print and Internet media.

Career Pathways: STET will create incentivized pathways for its teachers, so that teachers can pursue pathway areas of increased learning, such as master teacher, instructional coaches, lead teachers, mentor teachers.

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Schedule #6—Program Budget Summary								
County-district number or vendor ID: 108802		Amendment # (for amendments only):						
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature								
Project period: April 1, 2014, through August 31, 2016		Fund code: 429						
Part 1: Budget Summary								
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 6/30/15)		Year 2 (7/01/15 – 6/30/16)			
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$1,281,480	\$118,000	\$1,399,480	\$1,281,480	\$118,000	\$1,399,480
Schedule #8	Professional and Contracted Services (6200)	6200	\$21,000	\$	\$21,000	\$21,000	\$	\$21,000
Schedule #9	Supplies and Materials (6300)	6300	\$24,000	\$	\$24,000	\$24,000	\$	\$24,000
Schedule #10	Other Operating Costs (6400)	6400	\$15,000	\$	\$15,000	\$15,000	\$	\$15,000
Schedule #11	Capital Outlay (6600/15XX)	6600/15XX	\$49,000	\$	\$49,000	\$49,000	\$	\$49,000
Total direct costs:			\$1,390,480	\$118,000	\$1,508,480	\$1,390,480	\$118,000	\$1,508,480
Percentage% indirect costs (see note):			N/A	\$	\$	N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$1,390,480	\$118,000	\$1,508,480	\$1,390,480	\$118,000	\$1,408,480
Administrative Cost Calculation								
Enter the total grant amount requested:			Year 1		Year 2			
			\$1,508,480		\$1,508,480			
Percentage limit on administrative costs established for the program (10%):			x .10		x .10			
Multiply and round down to the nearest whole dollar. Enter the result.								
This is the maximum amount allowable for administrative costs, including indirect costs:			\$150,848		\$150,848			

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Texas Education Agency Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 108802			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teacher	2		\$80,000	\$80,000
2	Educational aide	8		\$144,000	\$144,000
3	Tutor	8		\$113,280	\$113,280
Program Management and Administration					
4	Project director	1		\$60,000	\$60,000
5	Project coordinator	1		\$55,000	\$55,000
6	Teacher facilitator	4		\$225,000	\$225,000
7	Teacher supervisor	4		\$8,000	\$8,000
8	Secretary/administrative assistant	1		\$30,000	\$30,000
9	Data entry clerk	1		\$25,000	\$25,000
10	Grant accountant/bookkeeper	1		\$5,000	\$5,000
11	Evaluator/evaluation specialist	1		\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker	2		\$80,000	\$80,000
14	Community liaison/parent coordinator	2		\$60,000	\$60,000
Other Employee Positions					
15	Montessori Coordinator	1		\$55,000	\$55,000
16	Teacher Recruiter	1		\$40,000	\$40,000
17				\$	\$
18	Subtotal employee costs:			\$980,280	\$980,280
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112 Substitute pay			\$31,200	\$31,200
20	6119 Professional staff extra-duty pay			\$130,000	\$130,000
21	6121 Support staff extra-duty pay (Teacher Mentor)			\$30,000	\$30,000
22	6140 Employee benefits			\$110,000	\$110,000
23	61XX Tuition remission (IHEs only)			\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$201,200	\$201,200
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,281,480	\$12181,480

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 108802

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description			Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land		\$	\$
	Specify purpose:			
6299	Contracted publication and printing costs (specific approval required only for nonprofits)		\$	\$
	Specify purpose:			
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:			\$0	\$0
Professional Services, Contracted Services, or Subgrants Less Than \$10,000				
#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	Professional Trainer Consultant	<input checked="" type="checkbox"/>	\$8,500	\$8,500
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$8,500	\$8,500
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000				
Specify topic/purpose/service: Teacher Staff Development			<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Eduphoria /Teacher Evaluation System Training				
Contractor's Cost Breakdown of Service to Be Provided			Year 1	Year 2
1	Contractor's payroll costs	# of positions: 2-4	\$10,000	\$10,000
Contractor's subgrants, subcontracts, subcontracted services			\$	\$
Contractor's supplies and materials			\$	\$
Contractor's other operating costs			\$	\$
Contractor's capital outlay (allowable for subgrants only)			\$	\$
Total budget:			\$10,000	\$10,000

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 108802

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 108802		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$-0-	\$-0-
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$-0-	\$-0-
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$8,500	\$8,500
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$10,000	\$10,000
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$2,500	\$2,500
(Sum of lines a, b, c, and d) Grand total		\$21,000	\$21,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 108802					Amendment number (for amendments only):		
6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1	Laptops	To be used for teacher observations and tracking	7	\$4,000	\$4,000	\$4,000
	2						
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$3,000	\$3,000
6399	Supplies and materials associated with advisory council or committee					\$2,000	\$2,000
Subtotal supplies and materials requiring specific approval:						\$0	\$0
Remaining 6300—Supplies and materials that do not require specific approval:						\$15,000	\$15,000
Grand total:						\$24,000	\$24,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 108802		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$10,000	\$10,000
	Specify purpose: Recruitment Activities for Montessori Teachers		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$10,000	\$10,000
Remaining 6400—Other operating costs that do not require specific approval:		\$5,000	\$5,000
Grand total:		\$15,000	\$15,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 108802			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12	Eduphoria/ PD360 teacher evaluation software	1	\$49,000	\$49,000	\$49,000
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$49,000	\$49,000

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 108802

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 834				
Category	Number	Percentage	Category	Percentage
African American	2	.5%	Attendance rate	96.3%
Hispanic	759	91%	Annual dropout rate (Gr 9-12)	n/a%
White	52	6%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	%
Asian	21	2.5%	TAKS commended 2011 performance, all tests (sum of all grades tested)	%
Economically disadvantaged	743	89%	Students taking the ACT and/or SAT	n/a%
Limited English proficient (LEP)	250	29%	Average SAT score (number value, not a percentage)	n/a
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)	n/a

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	N/A	%
Hispanic	52	80%	Bachelor's degree	57	88%
White	10	15%	Master's degree	7	10%
Asian	3	5%	Doctorate	1	2%
1-5 years exp.	45	69%	Avg. salary, 1-5 years exp.	38,526	N/A
6-10 years exp.	12	18%	Avg. salary, 6-10 years exp.	42,296	N/A
11-20 years exp.	6	9%	Avg. salary, 11-20 years exp.	45,648	N/A
Over 20 years exp.	2	4%	Avg. salary, over 20 years exp.	42,856	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 108802

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	68	130	124	117	86	92	93	78	25	21					
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	6	8	9	7	7	7	6	4	4	4					
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Schedule #13—Needs Assessment

County-district number or vendor ID: 108802

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs is prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A needs assessment was done by creating a district-wide panel of educational personnel, teachers, and central office staff to examine the needs of the STET Charter District. Surveys were used to collect information from stakeholders and the 2012-2013 **Texas Academic Performance Report** was also examined to address the needs of the STET Charter District. Amid the data examined one apparent need for the District stands out: According to the 2012-2013 the **Texas Academic Performance Report**, STET's teacher turnover rate is extremely high (**49%**) in comparison to the State of Texas average (**15%**). In addition, the pay for teachers at this district falls below regional minimum.

The STET grant assessment committee assigned areas to be addressed and wrote this plan to discuss outcomes. As a result, this application has been created and submitted.

Findings:

STET will benefit from this grant because under the measures proposed within this grant it will contribute to the recruitment of well qualified teachers.

STET will benefit from this grant because under the measures proposed within this grant it will assist in retaining highly qualified teachers.

STET will benefit from this grant because under the measures proposed within this grant it will help improve the skills of all teachers.

As a result, this grant will bring STET teacher turnover rate closer to state levels and also improve student academic achievement.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 108802

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve upon STET Charter District high teacher turnover rate which is extremely high as compared to state's average.	Provide monetary incentives for teachers so that STET Charter District becomes more monetarily competitive with regional school districts. STET would use these funds to maintain quality teachers by incentivizing performance bonus, longevity pay and/or merit pay to teachers.
2.	Provide STET teachers opportunities to pursue educational pathways such as master teachers, lead teachers, mentor teachers, instructional coaches, and trainer of trainers for teachers.	STET will use grant funds to provide its teachers with the opportunities to improve their teaching skills and strengthen its district and educational outcomes. STET will use these funds to fund these activities or defray costs.
3.	STET will recruit highly qualified teachers in high areas of needs.	STET will provide sign-on /retention bonuses to teachers who are highly qualified in high areas of needs: Math, Science, ELA, ELL, Special Education, Social Studies and Montessori certified. Fine Arts (Music, Art),
4.	Provide incentives to STET teachers to form professional learning communities at campus and district wide level.	STET will provide time, place and guidance to hold and develop and implement PLC groups at campus and district levels. Where teachers will share best practices exam curriculum vertically and horizontally, exam data, examining classroom instructional needs, strengths and patterns.
5.	Provide teachers with incentivized in-service to address areas of mining data with a district goal of tracking student progress throughout the year to improve student academic progress and help teachers target instruction.	STET with the usage of grant funds would create additional incentivized DMAC, STAAR Maker trainings; whereby, all STET teachers become proficient in software so that every students academic progress is tracked thought the entire year.

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Schedule #14—Management Plan

County-district number or vendor ID: 108802

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Master's in Project/Business Management or equivalent. 6 years of experience in project and personnel management. Strong written and oral communication skills. Able to effectively prioritize and execute tasks in high-pressure environment.
2.	Project Coordinator	Master's in Project/Business Management or equivalent. 3 years of experience in a project and personnel management. Project management training and appropriate certification. Strong written and oral communication skills.
3.	Teacher Facilitator	Relevant Master's degree and 5 years of experience in Educational Instruction required. State teacher or education administrator license required. Strong interpersonal and communication skills. Knowledge of current educational trends in curriculum and instruction.
4.	Social Worker	Master's degree in Social Work and 5 years of relevant experience required. Texas certification and/or licensing as Social Worker required.
5.	Montessori Coordinator	Masters in Education and/or Montessori Education. 4 years teaching experience in Montessori with a valid Certified Teacher or equivalent certificate. 1-3 years of curriculum office experience (preferred). Bilingual Certified (preferred)

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Reduce the district's teacher turnover rate.	1. Develop a hiring process to recruit qualified staff	04/01/2014	08/31/2016
		2. Establish procedures for the interview committees	04/01/2014	08/31/2016
		3. Provide training to new staff	04/01/2014	08/31/2016
		4. Assign a mentor to new teachers	04/01/2014	08/31/2016
		5. Create a campus climate committee	04/01/2014	08/31/2016
2.	Provide instructional staff opportunities to pursue educational pathways.	1. Create a teacher survey to gather feedback	04/01/2014	08/31/2016
		2. Coordinate with local universities	04/01/2014	08/31/2016
		3. Provide trainings to increase content knowledge	04/01/2014	08/31/2016
		4. Create teacher cohorts for continuing education	04/01/2014	08/31/2016
		5. Job embedded training and flexible scheduling.	04/01/2014	08/31/2016
3.	Recruit highly qualified teachers in high areas of need.	1. Promote school vision using media and other tools	04/01/2014	08/31/2016
		2. Conduct a needs assessment	04/01/2014	08/31/2016
		3. Provide teacher trainings in areas of need	04/01/2014	08/31/2016
		4. Recruit and Coordinate through universities	04/01/2014	08/31/2016
		5. Recruiting incentive for Teachers	04/01/2014	08/31/2016
4.	Provide incentives for teachers participating in school activities	1. Teacher surveys, polls or questionnaires.	04/01/2014	08/31/2016
		2. Develop a teacher incentive program	04/01/2014	08/31/2016
		3. Align school activities to grant program goals	04/01/2014	08/31/2016
		4. Flexible scheduling for teachers	04/01/2014	08/31/2016
		5. Staff development/activities tracking system	04/01/2014	08/31/2016
5.	Provide pd opportunities to improve teacher effectiveness.	1. Professional development	04/01/2014	08/31/2016
		2. Established focus groups	04/01/2014	08/31/2016
		3. Build leadership capacity	04/01/2014	08/31/2016
		4. Evaluate programs through surveys	04/01/2014	08/31/2016
		5. Implement a teacher evaluation system	04/01/2014	08/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108802

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

STET monitors its educational goals and objectives by incorporating two district wide benchmark assessments and unit tests every six weeks. This data is then collected via DMAC and used to examine student progress and examine areas of strengths, needs and prescriptive measures for re-teaching, tutoring, and/or other student intervention. Currently, data is collected and compiled at central office and then the data is issued back to individual campuses and its teachers by campus administrators. Campus teachers and administrators meet and examine data and review areas of strengths, needs and intervention strategies for each student. Parents and students are also issued standardized test scores (STAAR) by this organization and teachers at all STET campuses (McAllen, Weslaco, Harlingen) issue progress report cards and report cards to students and parent throughout the year. In addition to monthly newsletter postings on district websites.

It is the intent of STET Charter District if awarded grant funds, to use grant funds for enhancement of its data mining measures at each campus via the purchase of additional hardware, continuation of preexisting software and DMAC, STAAR maker trainings for all its teachers, so that data mining becomes a continuous effort at STET throughout the entire school year; whereby, data will be monitored every week by teachers which will lead to six weeks comprehensive assessments. STET campuses will hold general sessions for parents and interested community members to review campus/district academic progress once each semester, and will hold individual parent teacher conferences. Teachers may request a home visit referral from the social worker for students that are at risk, low attendance, struggling academically or other issues that may be impeding student academic performance.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

STET staff meets at their local campuses and district wide throughout the entire year to train its personnel and examine curriculum, curriculum alignment, strengths, needs, learning patterns, best teaching practices, data, and to collaborate with all stakeholders so that we continue to improve as an educational organization and provide our students the best quality education.

STET will ensure that all its stakeholders remain committed to the project's success through the continued sharing of our mission and vision and by building leadership capacity within our schools. STET will meet with stakeholders to share critical information, program progress, examine programs needs and strengths. The project director, coordinator and campus leadership teams will assist campuses by conducting ongoing evaluations of the program goals. The data collected will be used to make adjustments to our implementation plan as necessary in order to maximize our grant funds. In addition the leadership team at both the district and campus level will plan, orchestrate, and implement activities or sessions for all stakeholders.

As aforementioned in this grant, this grant if awarded affords our district the opportunity to enhance our current educational efforts with additional trainings, hardware and software reducing our high teacher turnover rate; thusly, increasing STET Charter District educational outcomes which would lead to increased teacher and student performance and education.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 108802

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the Indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Texas Academic Performance Report (TAPR)	1.	Reduced teacher turnover rate by 5%
		2.	Quantity of Incentives provided to instructional staff
		3.	District Survey/Letter of Commitment
2.	Staff Transcript and SBEC	1.	10% of teachers receive reimbursement in graduate courses
		2.	100% of teachers will be fully certified in assigned content area
		3.	100% of teacher will participate in PD opportunities
3.	District Staffing Report	1.	Teacher turnover rate will be reduced by 5%
		2.	95 % of teachers will be SBEC Certified in their content area
		3.	95% of teacher vacancies will be hired by Sept 1
4.	Teacher Appraisal Instrument	1.	80% of teachers will achieve recognition certificates
		2.	80% will attend PLCs
		3.	90% of teachers will participate in evaluations of PLCs
5.	Student Academic Performance	1.	90% of teachers attend an in-service on data mining
		2.	100% of teachers will use technology programs to track student progress
		3.	Student performance will increase by 10% on district wide assessments

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data Collection Tools	Activities	# of Participant	Achieve	Attendance
Texas Academic Performance Report (TAPR)	*School will compare # of Teachers employed on Oct of each yr.	65	90%	90%
	*School will determine the # of teacher paid and incentive.	65	90%	90%
	*School will survey teachers and collect letters of commitment in Aug.	65	90%	90%
Staff Transcript and SBEC	*Teachers attend graduate school	6-10	5(A-B)	100%
	*Teacher certification tracking system	65	100%	n/a
	*SD data will be tracked electronically	65	100%	100%
District Staffing Report	*School will compare # of teachers employed on Oct of each year.	65	90%	90%
	*Teacher certification tracking system	65	100%	100%
	*Recruitment activities will be held through the year	5	100%	100%
Teacher Appraisal Instrument	*Teacher recognition certificate data will be collected	65	80%	100%
	*PLC agendas and sign in sheet will be collected	65	80%	100%
	*Surveys conducted to evaluate PLCs	65	90%	100%
Student Academic Performance	*Data mining in-services will be provided	65	90%	90%
	*Data usage reports will be monitored in Nov and April of each yr.	65	100%	100%
	*Comparative reports using benchmarks conducted in Oct and Feb will be evaluated	700	90%	90%

Program staff will collaborate at least once a month to review program concerns and may involve campus administration, central office, to arrive at a suitable solution to program concerns.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108802

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Induction System:

The induction system for all instructional staff new to STET will cover educational philosophy, mission, vision, core values, culture and climate, educational opportunities, professional development, incentives, benefits, and STET procedures.

Mentor Selection Criteria

- Sincere desire to build constructive, positive relationship between Mentor/Mentee
- Ability to listen
- Sensitivity to people of different educational, economic, cultural and racial backgrounds
- Positive attitudes
- Compassion/understanding
- Dependability
- Ability to recommend alternatives and options
- Openness to learning
- Sense of humor
- Integrity
- Leadership
- Organizational Skills
- Educational Experience
- Successful Teacher Appraisal

Mentor Training shall include at minimum twice a year:

- District Training
- Education Service Center Training
- Online Mentor Training Opportunities

Mentor Stipends will be distributed biannually.

Mentor/Mentee Meeting

- Face to face meeting
- Email
- As requested by mentee

Release Time

- Mentor will be released once per month at a minimum
- Designated planning time for Mentor/Mentee
- After School/Saturday

Mentee Observation Opportunities

- Peer teacher observation at least twice per month

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108802

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Steps taken conducting multiple observations for teachers

- Campus administrator and teacher mutually develop instructional goals.
- Pre observation meetings are held with individual teachers.
- Administrators will conduct 5 classroom observations per six-weeks and provide feedback, intervention and professional development to teachers.
- Post observation meeting to provide feedback
- End of Year evaluation
- Superintendent meets with each teacher for a summative evaluation review

Observation Rubric includes the following domains

- Teacher Performance Appraisal

Appraisers

- Campus Administrator
- Assistant Principal
- Curriculum Specialist
- Superintendent

The appraisers will attend training prior to initiating observations/evaluations.

The pre and post meeting goals are for administrator and teacher to collaborate to improve teacher effectiveness.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108802

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The formal evaluation process begins with a pre observation conference followed by formal observation and post observation conference.

STET Evaluation Domains and Rubric:**Domain 1****Highest Student Achievement Standard**

Subject matter meaningful to students

Provides learning opportunities that support intellectual, social, and personal development of diverse learners

Develops a culture of openness, fairness, mutual respect, support, and inquiry

Uses formal and informal assessment strategies

Modifies instruction based on needs

Listens and interacts effectively with students, parents, colleagues, and community members

Seeks resources necessary to achieve classroom and school goals

Uses appropriate technology in teaching and learning process

Engages every student to promote his/her performance

Goals and objectives are evident

Domain 2**Safe Learning Environment**

Establishes and maintains a safe and secure classroom environment

Manages effective discipline management

Demonstrates respect for students, colleagues, administrators, and parents

Models and reinforces self-discipline and responsibility

Works effectively with school colleagues, parents, and community

Promotes independent and collaborative work ethic

Follows rules and procedures

Arrives at work on time

Effective classroom management

Domain 3**Effective and Efficient**

Provides professional leadership

Develops and implements effective lesson plans in a timely manner

Systematically analyzes student data

Demonstrates positive classroom results and trends

Keeps parents and students updated

Submits student attendance correctly and on time

Professional Development

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Domain 4**Best Practices**

Cooperative learning
 Expression & Discourse
 Reflection & Clarification
 Problem Solving
 Graphic Organizers
 Language Development
 Authentic Learning Experiences
 Concrete to Abstract Thinking
 Skill Acquisition and Reinforcement

Domain 5**Bloom's Taxonomy**

Remembering/Knowledge
 Understanding/Comprehension
 Applying/ Application
 Analyzing/ Analysis
 Evaluating/Synthesis
 Creating/Evaluation

Conducts Formal Evaluations

- Campus Administrator
- Assistant Principal
- Superintendent

Formal 45 minute evaluations will be conducted mid -year (December) and end of year (April).

Evidence of the domains are measured by STET rubric categorized by level of performance which is Mastery level, Exceeds Expectations, At Expectations, Below Expectations and Needs Assistance. Each category is given a numerical value.

Master Level (425-500)
 Exceeds Expectations (350-424.9)
 At Expectations (275-349.9)
 Below Expectations (200-274.9)
 Needs Assistance (Under 200)

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108802

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Currently, STET campus administrators hold weekly staff meeting where general information is shared. Due to campus geographical boundaries where our schools are located across the Rio Grande Valley, STET teachers collaborate electronically, and twice a semester at district wide meetings. STET currently does not conduct PLCs meetings consistently to collaborate and examine data weekly.

With this grant, STET will provide an electronic district wide calendar for weekly meetings that will make collaboration opportunities available for teachers to discuss and share pedagogical strategies. In these meetings, teachers will form professional learning communities (PLCs) where teachers will collaborate to create, align curriculum, and instruction and assessments (DMAC and STAAR Test Maker) across grade levels and district wide in the following manner:

Curriculum Alignment:

- Teachers will be able to communicate vertically and horizontally to plan, reinforce and align curriculum objectives. This will eliminate unnecessary repetition of TEKS; therefore, providing the teachers with more time to reinforce or expand curricula that otherwise will not be covered in a standard school year.
- Teachers will use vertical alignment meetings to track content objectives (TEKS) across grade levels, share best practices and to monitor the success of the implementation of the instruction by analyzing data from 6 weeks testing.
- Teachers will be able to look at trends and current research based methods to improve teaching skills.
- Mentor Teachers will meet with their mentees weekly.

Instruction Alignment by Grade Levels:

- Teachers will share how to deliver/ implement instruction with other teachers of the same grade level.
- Teachers will share technology practices being used in classroom instruction.
- Teachers will be able to create a support system where they can share or discuss problems, concerns, successes, and accomplishments with peers.
- Teachers are expected to attend vertical alignment meeting.

Assessment Alignment:

- Teachers will use vertical alignment meetings to create school assessments (DMAC and STAAR Test Maker) to ensure learning has taken place at each grade level teachers
- Assessments will be developed by teachers per core area and grade level.
- Assessments will be subject to collect data

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108802

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

STET will execute a comprehensive professional development plan that focuses on a systematic approach involving the LEA, campus leadership team and the implementation of site based professional learning communities. These focused groups will assist in developing an action plan according to each campus' needs assessment and through collaboration with the school's Site Based Decision Making (SBDM) committees

PLCs will discuss instructional issues and identifying interventions based on student performance data which will be evaluated through a variety of assessments such as: formative, formal, informal, and diagnostic assessments. Reports reviewed by these committees and the campus leadership will provide a clear focus and direction as the student assessment data utilized will be disaggregated in order to identify gaps in student learning, subject area, grade level and teacher trends. All student performance data used for this purpose will be aligned to district and campus goals that focus on student achievement and teacher performance.

Professional development activities will also be identified based on the feedback from the instructional staff and gaps in teacher performance identified through the use of our locally developed teacher appraisal system. Active participation in the district's teacher appraisal system was developed to provide each teacher the opportunity to take part in on going communication with the campus leadership team in order to improve on identified areas of weakness, further develop existing strengths and allow each teacher the ability to understand their level of performance.

STET will build capacity within the school by building up and developing existing staff that demonstrates leadership and teacher quality. Teacher leaders will become a valuable resource for professional development on each campus as they will take part in teacher led professional development, higher education opportunities and specialized career pathways.

Flexible scheduling, alternate bell schedules as well as block schedules will be used in order to provide professional development to all staff as needed. In addition our district will incorporate 20 total professional developments throughout the year. Online learning communities such as PD 360, Project Share and Edmodo will be used to create opportunities outside the school day to provide teachers options for participation and the ability to engage in self-paced learning.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108802

Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

<u>Induction</u> School Teacher attend orientation three days before school starts \$200.00 day for professional \$100.00 for non professional	<u>Mentoring</u> Teacher Mentors- \$500.00 Semester per mentee	<u>Teacher Lead Professional Development</u> Saturday TLPD's will train other teachers and receive a stipend of \$240.00 a training.	<u>Higher Ed</u> Teachers and staff attending higher ed, graduate classes or involved in a cohorts, will be compensated the cost of the course upon successful completion.				
<u>Performance Pay</u> Teachers will receive a stipend for academic achievement based on state assessment results: <table><tr><td>80-90% - Stipend \$1500.00</td><td>90-100%- Stipend \$3000.00</td></tr></table> Pre-K through 2 nd grade teacher will be evaluated by district assessments. <table><tr><td>80-90% - Stipend \$1500.00</td><td>90-100% Stipend \$3000.00</td></tr></table>	80-90% - Stipend \$1500.00	90-100%- Stipend \$3000.00	80-90% - Stipend \$1500.00	90-100% Stipend \$3000.00	<u>Recruitment</u> Teachers in high need areas will receive a sign on bonus of \$2000.00. 50% will be paid in December, subject to continuous employment and 50% in May. Math/ Science/ Special Ed/ Montessori	<u>Retention</u> Returning and New hires will be receiving a stipend in December and May. Professional \$ 2000.00 Non Professional \$1000.00 Longevity payments will be paid to staff employed 2 consecutive years. \$200.00	<u>Career Pathways</u> Teachers that pursue specialized training will be compensated for their training. Successful certification required.
80-90% - Stipend \$1500.00	90-100%- Stipend \$3000.00						
80-90% - Stipend \$1500.00	90-100% Stipend \$3000.00						

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Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Early Hiring Practices

Recruitment staff will invest a lot of time and energy raising awareness about STET and generating interest in teaching positions. They will employ a broad range of outreach tactics, from cultivating individual networks to implementing print and online advertising campaigns. Intentionally broaden the hiring range that will give STET a wider pool of applicants that will ultimately result in the hiring of higher quality teachers. Primary outreach strategies include:

- Information sessions at colleges and graduate schools
- Create a partnership with Teach For America
- Region One
- Advertisements through organizations such as the Peace Corps and Breakthrough Collaborative
- Newspaper and online advertising
- Staff networking with financial rewards for staff who recommend successful hires
- Travel to out of state recruitment events

Evidence used to determine the quality of the applicant

- Transcript of degrees earned by candidate
- Fully Certified by SBEC
- Completed Application
- Service Records to determine years of experience
- Positive References

Hiring Process

- Post a Position
- Accept Application
- Review/Screen Applications
- Setup interviews at campus
- Conduct Interview
- Make recommendation of three candidates to HR
- Second Interview with superintendent
- Final recommendation
- Salary negotiations
- Formal Contract

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Multiple Career Pathways

Provide STET teachers opportunities to pursue educational pathways such as master teachers, lead teachers, mentor teachers, instructional coaches, and trainer of trainers for teachers.

- Masters degree in core areas
- Provide lead teachers with professional development opportunities
- Campus leadership teams will be trained in-house, Region One Service Center, and Region 13.
- Mentorship and Instructional Coaching opportunities will also be conducted via: in-house trainings, Region One Service Center, and Region 13.
- Directing collaboration, observing teacher activities will be done at the campus and district levels to ensure vertical and horizontal alignment of curriculum and student learning data trends, patterns, and needs and to share and examine instructional patterns in order to improve educational outcomes for all STET students.
- Pedagogical professional development for teachers and administrators will also be conducted via: in-house trainings, Region One Service Center, and Region 13.
- Montessori professional development and/or certification

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108802

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108802

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108802

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As aforementioned within the Executive Summary portion of this document, teacher turnaround rates are high and pay rates are near the state's minimum pay scale; as a result, these grant funds would afford STET to implement the plan outlined within this SAS and create opportunity for sustainability based on the trainings this organizations educator would receive.

At this point without these funds STET Charter District has proven to generate positive standard testing results; however, with additional funding this educational institution should show educational gains amid all its student populace, as a result of creating increased opportunities for its educators.

Based on district needs assessment these are the challenges that we face in implementing the practices of their local educator excellence innovation plan without grant funds:

1. Provide a well defined induction, recruitment, retention incentive program.
2. Provide a stipend/ compensation packages for teachers
3. Provide Montessori Professional Certified opportunities
4. Provide a mentoring program
5. Provide a competitive pay scale with in our region..
6. Provide higher education or career pathways opportunities
7. Provide profession development to build leadership capacity
8. Further develop our Human Resource offerings to address our high teacher turnover rate
9. To recruit Montessori certified teachers in our region
10. Provide stipend or to promote retention
11. Recruit teachers in high area of need

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108802

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Year one:

Send one teacher per campus or a designated district employee to DMAC training to become a trainer-of-trainers for district personnel for data mining purposes.

Enroll up to (10%) of STET teachers in graduate level classes, increasing levels of participation each year.

Create a campus leadership team for each campus

Create Mentor teachers at each campus

Create and fill positions to oversee grant

Academic/Instructional

1	Teacher
2	Educational aide
3	Tutor

Program Management and Administration

4	Project director
5	Project coordinator
6	Teacher facilitator
7	Teacher supervisor
8	Secretary/administrative assistant
9	Data entry clerk
10	Grant accountant/bookkeeper
11	Evaluator/evaluation specialist

Auxiliary

12	Counselor
13	Social worker
14	Community liaison/parent coordinator

Other Employee Positions

15	Title
16	Title
17	Title

Increase the number of participants by cross-training all teachers the preceding years of grant participation.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108802

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Evidence of support for participation and general grant plan parameters include **sign-in sheets** during the meetings that transpired at STET central office to vote on grant submission, creation of SAS grant document and amending and revising document. **Sign-in sheets** for the dissemination of grant information and SAS application to staff at all STET campuses which include Horizon Montessori I, Horizon Montessori II and Horizon Montessori III schools. In addition, evidence of support and plan parameters also includes teacher grant qualitative surveys and the completed SAS based qualitative and quantitative data submitted in this document by STET teachers, administrators and central office staff.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The STET Charter District plans to have all of its three campuses (HI, HII, and HIII) participate if awarded grant funds. It is by doing so that STET hopes to not only improve the quality of its teachers and instructions, but also STET seeks to improve upon academic performance among all of its student populace.

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